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ABSTRACT

Feminist theory has become an increasingly important tool in analyzing the position of women within the discipline of education. This paper presents a liberal feminist framework for gender equity issues specifically concerned with the recruitment and support of women in educational administration. It is organized into three parts: (1) the tenets of liberal feminist theory; (2) liberal feminist theory as it relates to educational pedagogy; and (3) implications for gender practices and policy development for educational administrators. It concludes that the inequality of women is structural; it is embedded in the system. Unless one transforms the system, inequality will persist. Structural change is an ongoing process that transforms those who encounter it. The important question for discussion then becomes, "How does society encourage the leadership and participation of a new generation of women?" Appendixes contain Strategies for Recruiting/Supporting Females and Minorities in Educational Administration and Recommendations for Addressing the Problem of Under-Representation of Women and Minorities in Educational Administration. Contains 52 references. (DFR)

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Liberal Feminism and Educational Administration:

Recruiting and Supporting Women in Educational Administration

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Abstract

This paper presents a liberal feminist framework for gender equity issues specifically concerned with the recruitment and support of women in educational administration. The paper is organized into three parts: (a) it outlines the tenets of liberal feminist theory; (b) it focuses on liberal feminist theory as it relates to educational pedagogy; and (c) ultimately, the paper outlines implications for gender equitable practices and policy development for educational administrators.

Liberal Feminism and Educational Administration:

Recruiting and Supporting Women in Educational Administration

At a time when efforts are being made to eradicate discrimination of the sexes in the search for equality and justice, the differences between the sexes are being rediscovered in the social sciences. Gilligan (1994) states that this discovery occurs at a time when theories formerly considered to be sexually neutral in their scientific objectivity are found instead to reflect a consistent bias. The difficulty with many current theories is that they remain laden with masculinist assumptions about oppositions, hierarchies and justifications for neglecting contradictions and unknowability. Accordingly, feminist theory becomes an increasingly important tool through which to analyze the position of women within the discipline of education. The purpose of this paper is to present a liberal feminist framework for gender equity issues specifically concerned with the recruitment and support of women in educational administration. This paper is organized into three parts: (a) it will outline the tenets of liberal feminist theory; (b) it will begin to focus on liberal feminist theory as it relates to educational pedagogy; and (c) ultimately, the paper will outline implications for gender equitable practices and policy development for educational administrators.

Liberal Feminism

The premises of liberal feminism strive for a society in which all individuals have the opportunity to realize their potential. In Sommers' (1994) view, what is necessary to achieve genderly equitable relations is for individuals to seek changes in the social position of women through legal and political channels, an equalization of economic opportunities for women, changes in family structure, and an increase in individual awareness of and action against sexism. Principles of liberty and equality must be applied to women. These include, for example, such systemic issues

as suffrage, the right to own property, the right to obtain a divorce, access to credit and educational opportunities, and a sexually neutral contract. Because her arguments are based upon the individual, Sommers upholds that unless a person acts autonomously, he/she is acting less than a fully human person.

Liberal feminists follow the tradition of Aristotle, whereby "traditional arrangements have great moral weight, and common opinion is a primary source of truth" (Sommers, 1994, p. 141). Liberal feminists believe that the principles of liberty and justice should be applied to women and that society must work to remove laws and reform institutions that impinge upon equal rights. Therefore, liberal feminism focuses primarily on systemic change. The epistemological view of liberal feminists is indicated by the following statement:

> The liberal feminist agenda is political and moral....It takes no epistemological revolution to see what a liberal feminist...sees in the plight of women. It takes no uncovering of "new ways of knowing" to understand that women are politically and socially disadvantaged....what the gender feminist is hailing is not a newfound ability to see that women are unfairly treated, but a perspectival, scientific revolution that identifies the underlying causes of injustice by exposing the pervasive sex/gender system that subordinates women and holds them in thrall. (Sommers, 1994, pp. 153-154)

In essence, liberal feminists want reform, not radical social and institutional upheaval. Sommers (1994) unifies her view of feminism with liberalism by stating "in short, liberal feminists are more liberal than feminist--or, rather, they are feminists in wanting for women what any liberal wants for anyone suffering from bias; namely, fair treatment" (p. 146). She believes that liberal feminism is the predominant force in the "real world" and that more radical forms of feminism,

such as gender feminism, dominate in the "academic world." Liberal feminists are "content to achieve equality of opportunity and full legal equality; they are not, in principle, at war with the 'gendered family' or with other aspects of society that place value on masculine and feminine differences... not out to second guess women on what they prefer." (p. 146).

The beginnings of liberal feminist thought can be traced to those who strove for eradicating oppressive gender roles through the elimination of legislation and social conventions that limited women's and men's opportunities to compete for certain professions because of their gender (Tuana & Tong, 1995). In this way, liberal feminism developed as a theory of rights concerned with the protection of individual rights. Specifically, liberal feminists fought for (and won) the rights to vote, to own property, to equal access to education, and to equal employment opportunity. To underscore the premise, liberal feminists insist that society should give women the same educational and occupational opportunities that men have; period. We owe to liberal feminists many, if not most, of the educational and legal reforms that have improved the quality of life for women.

However, liberal feminism is not without its own flaws. Therefore, these flaws must be outlined in order to gain a perspective of its limitations as an epistemological and pedagogical tool.

Liberal Feminism Is Not Perfect...

Schaub (1995) believes that Sommers may be too quick to dismiss the more radical forms of feminism while being completely unobjectionable of liberal feminism. She discusses the use of the wave metaphor common to feminist thought, whereby "first wave feminism" is analogous to liberal feminism and "second wave feminism" is analogous to the more radical forms of feminism. In essence, waves "tend to emerge from the same element and flow upon one another" (p. 105) and therefore Schaub wonders if the two feminist waves are not inextricably connected, or if the first

wave may somehow have spurred the second. Schaub also discusses the fact that, since the more radical feminist agenda is achieving success, there must be women who still are uncertain of how to balance their expanded public role with private and family life. Finally, Schaub suggests that Sommers discusses nothing of the first wave feminists' transformation of the private realm (its sponsorship of the sexual revolution and its assault upon the sexual double standard) whereby "feminists looked forward simultaneously to a liberal devaluation of bodily difference in the public sphere and a liberal celebration of bodily difference in the private sphere. One might wonder whether that combination is sustainable" (p. 105).

Elshtain (1982) considers that liberal feminism contains major flaws on three grounds: a) its claim that women can become like men if they set their minds to it, or the belief that nurture is the only difference between men and women, not dealing with potential real differences based upon biology; b) its claim that most women want to become like men, and overestimating the number of women who want to abandon roles such as "wife" and "mother" for roles such as "citizen"and "worker," and; c) its claim that all women should want to become like men, to aspire to masculine values. As well, there may exist a tendency to overemphasize the importance of individual freedom over that of the common good which may prevent people from coming together, since, as Elshtain suggests, there may be no way to create community out of an aggregate of freely choosing adults. Finally, there is a suggestion that liberal feminism valorizes a gender-neutral humanism over a gender-specific feminism, which therefore does not grant acknowledgment of the particularly lived experiences and epistemologies of women.

In fact, many liberal feminists are moving away from their traditional belief that almost every woman can liberate herself 'unilaterally' by rejecting her traditional sex roles. Individual

action and social structures prevent many women from securing full liberation: "sexual equality cannot be achieved through women's willpower alone. Also necessary are major alterations in the deepest social and psychological structures" (Tong, 1989, p. 38). In all likelihood, the agenda of liberal feminists may begin to look more similar to that of radical feminists as they proceed to analyze what actual legal, educational and occupational equality would mean to women, especially in terms of such issues that remain as lack of comparable worth, the scarcity of affordable, quality child-care facilities, and women's double day (Tuana & Tong, 1995).

There is a need to promote feminine ideology while at the same time remaining critical of emancipatory ideologies which define particular recipes for emancipation. Feminist ideology must be as critical of its own agenda for emancipation as it is critical of the current state of affairs in education.

With these limitations in mind, it is imperative that educational experts begin to look seriously at the representation of women leaders in educational administration through the lens of feminist thought. Initiating female representation in leadership positions will help to change "rules" and eliminate barriers. More representation of diverse voices and life experiences will have a positive impact upon education. Leadership based upon egalitarian principles can emerge as traditionally silenced and/or marginalized voices are encouraged to speak.

Under- Representation of Women in Educational Administration

Although the gap is decreasing, women are still under-represented in positions within educational administration. The barriers to women in educational administration are both structural and personal. However, because a liberal feminist perspective is focused on eliminating structural barriers to equity issues, this paper concentrates upon synthesizing research on structural barriers for

the under-representation of women in educational administration.

Arguments concerning the under-representation of women in educational administration.

Perhaps the largest argument for the under-representation of women in educational administration is due to sex discrimination in recruitment and promotion (Prolman, 1982; Porat, 1985; McGrath, 1992; Martin & Grant, 1990; Edson, 1987; Biklen, 1980; Estler, 1975; Scott, 1997; Morie & Wilson, 1996). If hiring committees preserve and promote sexist attitudes towards women, it is almost impossible for women to break the "glass ceiling" which exists within educational administration. Sexist hiring committees often justify their decisions with arguments that are easily refuted. For example, the Ontario Secondary School Teachers' Federation (1981) developed a document that discusses the under-representation of women in positions of authority. It details traditional arguments for the under-representation of women in positions of authority, and then refutes and/or acknowledges them. One of the usual reasons given for the under-representation of women in administration is that women do not want to be principals. In actuality, just as is the case with men, some do wish to become principals, and some do not. Many women hold back because they have been taught that family responsibilities preclude them from performing well in administration. Another reason deals with shared home responsibilities between men and women; better child-care services would enable more women to enter into principalships. As well, women traditionally have not been given the opportunity to become principals, and others lack the confidence in themselves to consider becoming administrators. This may be more the result of culturally determined roles than lack of ability. The final reason may include the fact that traditional society determined that the role of women would include the sublimation of their own ambitions to those of males. In essence, women are not encouraged to achieve, compete, or aspire.

A second argument that is often given to justify the lack of females hired for administration is that most teachers do not want to work for a woman principal. In actuality, facts dispute the conclusion that women do not make good administrators, and generally it is those who never have worked for a woman principal that express reservations about working for a woman principal. It would appear that those who are reluctant to accept women as principals may be acting out a personal bias based on a stereotypical image rather than any firsthand knowledge of what the situation would be like.

A third argument is that women do not apply for the positions. In fact, women tend to submit applications for positions only when it is suggested by someone else (Gill, 1997, 1995, 1994; Schmuck & Schubert, 1986; Young, 1995), but the statement fails to explain why women do not apply. Traditionally, women have seldom been encouraged to seek advancement, and men are often trained to view only men as potential leaders. Gender socialization plays a huge role striving for and assuming administrative positions. Those men who are currently in administrative positions came into these positions before the recent trends emerged. With very few exceptions, the failure to provide encouragement to women may not be a conscious effort to preserve the status quo, but rather simply a failure to recognize the changes becoming evident. Policies will have to address the problem of existing attitudes of those positions of authority.

The final argument is that women lack career commitment. It is no longer reasonable to assume that women lack career commitment. The opportunities are improving; attitudes are changing; women are staying in jobs longer, especially those jobs that are considered to be challenging and rewarding. Women are obviously prepared to stay in the workforce.

Structural barriers.

When women are hired for administrative positions, barriers to their continued success tend to arise. Quite often, they remain isolated from the "old boys' network" still in existence within education (Prolman, 1982). This working in isolation leads to a lack of networking with other administrators which is very important for new, learning administrators (Garber, 1992; Hurley, 1994; Rees, 1991; Martin & Grant, 1990; Shapiro, 1984; Whitaker & Lane, 1990; Gotwalt & Towns, 1986; Marshall, 1986; Edson, 1978). There also exists a lack of sponsorship and mentorship opportunities for women in administration (Hampel, 1987; Harder & Waldo, 1983; Scott, 1997). When these elements, necessary for "learning the ropes" in administrative practice, are combined with more traditional barriers to women administrators, such as lack of necessary time or money to do the job or to obtain advanced training (Prolman, 1982); lack of support systems for working mothers (Gill, 1997); a scarcity of opportunities for promotion (Woo, 1985); and sex-role stereotyping and discrimination (Lunenburg & Ornstein, 1991; Shakeshaft, 1989, 1981; Morie & Wilson, 1996), the structural barriers for women in educational administration seem almost insurmountable.

Programs are needed which will provide the impetus leading to the advancement of women in education. Such programs should be aimed at providing opportunities for those who wish to pursue them. As these programs are implemented, the success of some women should provide role models for others. Because so many of the difficulties are rooted in social customs, programs are also required which are aimed at breaking down stereotypes currently attributed to women within the current educational structure. Gupton and Slick (1996), and Gupton and Del-Rosario (1997) outline four major shifts that they believe is necessary to encourage and support women in

educational administration: a) a shift from women's lack of aspiration for administrative positions to their need for a better support system; b) a shift from women's lack of necessary qualifications and leadership ability to a greater concern about the quality of their preparation and recognition of their leadership talents; c) a shift from focussing solely on too few women acquiring positions in educational administration expanding to include on-the-job maintenance and retention issues, and; d) the ultimate shift--from access to equity.

Those currently in administration must be aware of the extent of the situation and be willing to extend encouragement and consideration to all capable people. Current promotion practices should be reviewed to eliminate any bias which might exist. School boards should be prepared to adopt and support gender equitable programs.

School boards must look beyond the traditional and/or accepted reasons for the under-representation of women in authoritative positions, since these tend to become rationalizations for not hiring women for positions of authority. They need to pay attention to the systemic, institutionalized and social reasons which may play a greater factor in the lack of women in administration. A liberal feminist analysis of the structural barriers to opportunities for women in feminist analysis of the structural barriers to opportunities for women in authoritative positions may lead to a more comprehensive determination of the reasons for the under-representation of women in these positions, as well as lead to possible solutions for the gender inequities that exist in this area.

Implications for Gender Equitable Practice and Policy in Educational Administration:

Strengthening Support and Recruitment of Women to Positions in Educational Administration

The recruitment and support of women involves planning and organizing activities to attract

more of them into school administrative positions, especially principalships, assistant superintendencies, and superintendencies. Mentor programs and action plans may be examples of ways to recruit more women into these positions. In all cases, entry-level support should be provided. Beginners in any field need additional support and guidance as they first move into professional roles. Beyond the basic sense that newcomers need support, there is additional information that can help in planning effective learning programs for new administrators. This information comes from two primary sources: recently conducted research on beginning administrators and a variety of frameworks that help conceptualize the needs of beginning school administrators.

Scholars traditionally have not spent much time looking at the issue of how people are recruited into administration; instead, research has been directed at what practicing administrators do, or are supposed to do, on the job. A feminist perspective on this problem would explore further into the reasons why some people are hired rather than others, and attempt to explain gender discrepancies that exist. As well, since most research on what administrators do or do not do is conducted with male administrators, a considerable lack of research on this issue stems from a feminine perspective.

Any type of support, such as formal entry-year programs, would be welcome. Only sporadically have activities been designed to assist new administrators to come "on board." These programs should be built around the needs of the individual who is entering the position, regardless of gender. Although there may be certain "generic" features of an administration position, the individual who enters this position is certainly not "generic." A context-specific approach, based upon individual and organizational needs could more accurately ensure the success of socialization

into the position. The sense of consideration and support that individuals receive from the school division in helping them "learn the ropes" and alleviate potential frustrations with role clarification, technical expertise and socialization may encourage positive self-awareness, a sense of collegiality and strong leadership.

In a project sponsored by the Oregon School Study Council, Anderson (1988) set out to identify some of the most important themes related to the design of induction programs for school administrators. Anderson synthesized many research findings to develop the following recommended practices for school systems that are interested in establishing research-based entry-year programs for administrative personnel. Entry-year programs will be more effective if they are initiated in conjunction with locally developed preservice preparation activities that are carried out for aspiring administrators who are identified in individual school systems. Local systems with sophisticated techniques designed to identify and select talented future administrators, be they male or female, tend to have more effective programs for beginning administrators. Entry-year programs need to include comprehensive activities designed to orient new administrators to the characteristics of particular school systems. A mentor system designed specifically for the needs of beginning principals is a critical component of successful entry-year and induction programs. This component promotes context-specific practice. Effective entry-year programs encourage and facilitate reflective activities, which is essentially a feminist idea, as reflection promotes deconstruction of current practice and potential change for the future. Beginning principals as well as successful veteran principals are provided opportunities to observe each other as a way to reduce newcomer isolation and improve work through a process of peer support and observation. As well, successful induction efforts are part of more comprehensive district wide programs designed to

encourage professional growth and development for all administrative personnel.

Finally, beginning principals have a special need for frequent, specific, and accurate feedback about their performance. This feedback should be of a highly constructive nature and be made available regularly throughout the school year, not just near the end of a person's first contract year.

The U.S. Department of Education (1992) details the component parts of an effective entry-level support program that attempts to address the unique needs of women and minority administrators. Firstly, developers of entry-year support programs should be aware of the unique problems faced by minority and women administrators in order to develop a support program which will be effective in addressing these problems. The entry-year support program for women and minority administrators should be based on the recognition and admission of the fact that racism and sexism do exist and that many of the persons with whom these administrators will work will be biased in some way. This includes the mentor, sponsor, advisor, or whatever the title the support person is given.

According to the U.S. Department of Education (1992, pp. 115-116), the entry-year support program for women and minority administrators should address both the expectations the school system has for the administrators and the expectations that administrators have for the school system. Since the entry-year support program is a method for providing specific orientation to school system expectations and practices for new administrators, the board of education, the superintendent, central office administrators, teacher associations, and the teaching staff should know what the system expectations and practices are regarding the racial, sexual, religious, or ethnic bias--not just what kinds of behaviours will or will not be tolerated and condoned within the school

system. It must be remembered that local concerns and conditions may differ considerably across school divisions, and any particular school system may have a very different expectation about the desired performance of new administrators. The publication of such documents avoids potential gender bias that may occur "behind closed doors" while granting the division the opportunity to make public information concerning context-specific qualities looked for in an administrator.

The entry-year program should be part of an on-going, system wide staff development activity which promotes rapport and trusting relationships within a school system. In order for an entry-year support program to be successful, positive rapport and trust need to exist among the personnel involved in the program.

The assignment of a mentor or a supporter should be provided for entry-year women administrators. In selecting individuals who will be mentors emphasis should be placed on (a) behaviours that encourage and demonstrate confidence in the administrator's abilities and competence; (b) counseling skills that encourage the administrator to discuss fears, anxieties, and uncertainties; and (c) providing opportunities that assist the administrator in perceiving himself or herself as a peer whose opinions and ideas are valued (U.S. Department of Education, 1992). The supporters or mentors should be particularly aware of the problems created by racist and sexist attitudes. Mentors should be knowledgeable about and experienced in the successful use of human relations skills; effective communications skills; conflict resolution techniques; positive confrontational strategies; and activities which increase sensitivity.

The entry-year support program should have built-in evaluation requirements. The evaluation of the administrator should be separate from the evaluation of the entry-year support program. In order to be successful, entry-year administrators must develop a positive working

relationship with staff, students, parents and coworkers. Those developing entry-year support programs must constantly examine the local conditions to determine whether the fact that the entry-year administrator is a woman will make it more difficult to establish such a relationship with one or more of these constituents. Such evaluations should identify the barriers to success and indicate where intervention strategies are needed.

Essentially, then, an ideal entry-year support program for women and minorities should be one that moves a school system toward an equality which recognizes, respects, and appreciates differences rather than one that makes race or sex differences irrelevant. This fact remains in congruence with the tenets of liberal feminism, since both sexes are granted equal opportunity in the support program, yet context-specific differences are accommodated.

It is widely accepted that women have strengths in shared decision-making and collaboration. It must also be recognized that stereotypes of leadership styles hinder the improvement of education by limiting opportunities for competent women administrators to advance in their chosen field. Therefore, in order to demolish barriers, strategies that promote mentoring, networking and professional development programs should be made available. School districts should require that all new administrators have a trained mentor who is a current administrator. Time and financial support for administrators must be granted to network with others. Finally, time, financial support and encouragement must be given to administrators (both males and female) to attend professional development activities.

Professional associations should develop and house mentor programs in regional centers to assist school districts. Women administrators should be invited to network and be granted opportunities to network within the context of the current structure. They should be granted access

to professional development activities.

Higher education authorities can develop training programs for mentors, and provide research and evaluation data on administrative mentoring programs. They should emphasize the importance of networking to women administration students, and introduce women students to existing networks.

State policy-maker representatives should fund mentor programs for all new administrators and provide opportunities for women administrators to link with provincial policymakers. They also could provide financial support for the creation of professional development centers for women administrators.

In order to help facilitate the movement of women and minority into administrative positions, the U.S. Department of Education (1992) established a list of goals they adapted from the Iowa LEAD Center to help those who hire school administrators as they develop their action plans. There should be developed a systematic approach to identify and recruit women into school leadership positions and to provide support and assistance to women and minorities in preservice preparation programs. Educational institutions should recommend and support initiatives and policies that will encourage women to seek and to be placed within school leadership positions and in educational administration departments. Assistance should be provided to educational institutions for legislative funding and policy recommendation in support of recruitment, identification, selection, and placement of women in school leadership positions, as well as legislation and policy development that attempts to enhance the status of women in school leadership by overcoming gender barriers and bias.

In addition to the goals which may help facilitate the movement of women into

administrative positions, the U.S. Department of Education (1992) established a list of strategies which may also help those who hire school administrators as they develop their action plans. These strategies are listed in Appendix A. The organization also outlines some recommendations for addressing problems of under-representation of women and minorities and lack of access, which can be found in Appendix B.

What the information above ultimately entails is the development of an administrative support program which specifically addresses the personal, situational and institutional gender inequitable concerns existing within educational administration. The focus is set upon context-specific practices, policies and strategies that will enable gender equity to develop within educational administration based upon multiple ways of achieving goals, more voice for women in issues of administration, and the recognition and celebration of diversity.

Gender Equity and the Role of Schools

A goal of all educators should be to provide an educational environment in schools where gender inequity is not tolerated. All provinces/states should require their schools to develop policies that will help to create an environment free from all forms of discrimination. Educators have a legal and ethical responsibility to prevent gender inequity in the educational environment. The ideals of democracy expressed by the academic community indicate an ethical responsibility to provide an environment free of discrimination. Although there are no simple solutions, by collaboratively and aggressively confronting gender inequities, educators can formulate and implement effective genderly equitable policies and practice.

To assist policymakers and practitioners in focusing their energies on policy and practice from a liberal feminist perspective, five principles for analysis and action are proposed which have

been adapted from Hagen's and Davis' (1992) work on feminism and social policies. The fi[illegible] concerns differential impact and assumptions. All educational problems, policies and practice models must be analyzed in terms of how they differentially affect women and men, and should be examined for their underlying assumptions about women and men in society. The second principle of analysis and action is the principle of incrementation. This may enhance the likelihood that policymakers will accept changes that are supportive of women, and include building change into existing programs and policies, and incorporating feminist principles into practice models. The third principle is congruence with societal and family values. Policy analysts highlight the importance of policy initiatives fitting into existing societal values (Morris, 1985; Prigmore & Atherton, 1986). Being congruent with societal values, however, poses some difficulty when attempting to address, and redress, womens' issues, because many problems confronting women are directly related to prevailing societal values. The fourth principle, building coalitions, suggests that emphasis must be given to building coalitions around shared interests and the promotion of the widespread use of groups in which women are encouraged to identify and to act. The final principle, change at the local level, suggests that action should occur at the local as well as the national level. encouraged to identify and to act.

Conclusion

The inequality of women is structural. It is embedded in the system. And unless one transforms the system, inequality will persist. Structural change is an ongoing process that transforms those who encounter it. The important question for discussion, then, becomes, how does society encourage the leadership and participation of a new generation of women? Rebick's and Roach's (1996) response is the following:

> While it is certainly true that women have made enormous strides in the past generation, it is also true that gender oppression is still very much with us. And while some well-educated, professional single women have come close to achieving economic equality, limits on reproductive freedoms, lack of affordable child-care, violence against women, and the glass ceiling - the male domination of politics, industry and academia - persist. When we look at women who face additional barriers, whether because of race, social class, sexual orientation or disability, there is more inequality. On the international level, women are just beginning to make progress. Feminists have never looked at only the issue of women's inequality... women's groups are involved in a broader series of issues than ever before. (pp. 89-90)

In the final analysis, the most important issue is that of enabling structural change through law and politics based upon the utilization of an ideology that appreciates and systematically upholds the value of multiple voices and perspectives, and respects diversity.

Ideology affects both policy and practice. And policy and practice ultimately affect ideology. It is therefore essential that theory provides the basis for a politics of change. Through the encouragement of legal, political and structural reform, liberal feminism allows the stakeholders of education to examine where gender inequities exist, critique current policy and practice, and offer hope for recruiting and supporting women within educational administration.

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Appendix A

Strategies for Recruiting/Supporting Females and Minorities in Educational Administration

1. Provide structured opportunities for faculty to acquire needed knowledge for maximizing recruitment of women and minorities.

2. Develop media and other tools (e.g. brochures, newletters, videotapes) that clarify the benefits of educational administration and the opportunities for women and minorities.

3. Conduct seminars across the state and at state conventions encouraging women and minorities to enter educational administration.

4. Include women and minorities in recruitment teams to recruit women and minorities to school leadership positions.

5. Develop and implement activities that will promote the acceptance of women and minorities in educational administration preparation programs.

6. Develop and implement activities for mentoring programs that promote, support, and assist women and minorities in educational administration.

7. Appoint advisory committees to monitor the effectiveness of the program for women and minorities.

8. Develop a support system for women and minorities within the educational administration program (or within the association). This could include seminars and meetings.

9. Develop and implement strategies for breaking down barriers to the placement of women and minorities.

10. Develop and disseminate criteria for school leadership, including nontraditional criteria.

11. Develop procedures for assessing the skills and aptitudes of prospective school leaders.

12. Develop and promote procedures for nominating women and minorities for school

leadership roles.

13. Identify women and minorities to serve as mentors and provide training in mentoring.

14. Identify factors constraining women and minorities from entering educational administration and work to reduce or eliminate those factors.

15. Work with school administration and board members to eliminate nonpositive stereotypes through newsletters, workshops and seminars.

16. Use associations and other media to clarify the nature and magnitude of the problem along with the needs and benefits.

17. Disseminate the needs and benefits statement.

18. Disseminate data explaining the nature of the problem and literature supporting the benefit of employing women and minorities in educational administration.

19. Provide local boards with information that challenges stereotypes and addresses other issues in a positive manner.

20. Provide local boards with strategies for working with the community to address stereotypes, sex, race issues, and other barriers.

21. Share criteria for aspiring leaders with school board members, administrators, faculty, staff, and community members.

22. Provide local boards with suggested strategies for identifying aspiring educational leaders.

23. Provide local school boards with strategies for providing support for women and minorities in school leadership positions.

24. Provide local school boards with strategies for assessing the entry-level skills of aspiring educational leaders.

25. Encourage executive boards to adopt formal association/agency policies promoting strategies for increasing women and minorities, noting the positive impact on the educational programs for students.

26. Establish an internal task force on the recruitment and encouragement of women and minorities in school leadership positions.

27. Review policies and practices relevant to affirmative action in association and agency employment practices.

28. Identify and involve women and minorities in agency and association-sponsored leadership programs; set guidelines for the inclusion of women and minorities on all statewide committees and task forces.

29. Provide training for executive boards and staff on the benefits of increasing the number of women and minorities in leadership positions.

30. Provide incentives and rewards for those who attend seminars, workshops and conferences that promote the enhancement of women and minorities in educational administration.

31. Identify and give statewide recognition to women and minority administrators who are excelling in leadership positions.

32. Identify and recognize administrators, regardless of sex or race, who have shown overt public leadership in equity or who have demonstrated success in managing diversity.

33. Identify ways to serve as a link between organizations and associations.

34. Propose legislation, contact and inform legislators, and lobby and support legislation encouraging racial and sex equity.

35. Formally study and review literature and state and national practices relative to equity.

36. Set up formal procedures to monitor and evaluate association/agency activities and practices relative to equity practices.

37. Develop a hiring policy or guidelines that incorporate affirmative action rules and promote greater sex-racial balance.

38. Incorporate a discussion of sex equity within the framework of existing education courses.

39. Develop a brochure explaining how to

nominate potential candidates for educational administration.

40. Appoint one person to take responsibility for disseminating information on equity issues.

41. Support and encourage research on the leadership styles of women and minority administrators and others who promote androgynous leadership styles.

42. Encourage and support professors in their efforts to recruit women and minorities for education administration programs.

43. Provide peer mentoring for women and minorities in educational administration programs.

44. Provide alternative scheduling for coursework such as weekend, day, or concentrated blocks of time.

45. Develop a publicity campaign to promote the activities of the organization.

46. Provide a clearinghouse for available scholarships, grants and assistantships for women and minorities.

47. Assist local school districts in developing equitable K-12 curriculum materials.

48. Publicly recognize school districts that encourage and identify potential candidates for school leadership positions.

49. Develop administrator, mentor and sponsorship programs to increase the number of women and minorities within educational administration.

50. Develop applicant pools for women and minority candidates.

Note. From Iowa LEAD Conference, 1989.

Appendix B

Recommendations for Addressing the Problem of Under-Representation of Women and Minorities in Educational Administration

1. State education agencies, state school administrators' associations, local school districts, and colleges and universities that offer programs in educational administration should be analyzed for th eir effectiveness in training and placing participants.

2. Women and minorities must continue to pressure policymakers to respond to their special needs, which arise from their differences from the white male administrator.

3. Graduate courses in administration should include content related to problems faced by women and minority administrators. The success of graduates in attaining administrative positions should b e monitored.

4. Instruction in education administration should include case studies of women and minority administrators; women and minority speakers to discuss the issues relevant to female and minority students; internships with other women and minority administrators; and research on the styles of women and minority administrators.

5. Goals for administrator training programs for minorities and women should include development of an awareness of career options; improved self-awareness; knowledge of how to balance the vario us components of life; and skill development.

6. In addition to developing and implementing special administrator training programs for women and minorities, other ways to facilitate their training and placement should be explored and initiated.

7. Women and minority administrators and teachers should be included in the hiring process of new administrators. Present women and minority administrators need to actively recruit and encourage

others to pursue administrative careers. new administrators.

8. Policymakers and top administrators should consider establishing nomination committees in addition to posting job announcements. There is nothing more encouraging than receiving a letter soliciting one's application for a position.

9. Seminars for school board members should be developed by departments of educational administration and professional organizations in order to familiarize them with the qualifications an d attributes of women and minority administrators.

10. Special consideration should be given to conduct seminars to heighten the career aspirations of women and minorities and to prepare them for seeking administrative positions to establish and maintain positive mentoring relationships.

Note. From Strengthening support and recruitment of women and minorities to positions in education administration, by the U.S. Department of Education, 1992, pp. 166-167. Copyright 1992 by U.S. Government Printing.